# Angela Rogers’ CCCC Presentation Outline

1. Definition of a formative experiment
   1. a fairly new research method to in education research, specifically suited for instructional interventions in classrooms
   2. allows researchers to work WITH teachers to work TOWARD a pedagogical goal as they design an intervention that they feel will help students make progress toward this goal.
   3. Our Pedagogical Goal: “The shared goals of the project are not simply to motivate reading among reluctant readers and novice writers but to improve students' strategic uses of reading in order to support their informed writing according to the particular curriculum of each course in the study. Thus, in conjunction with Flower's stipulation that classroom research yield "a rationale and guide for decision-making," this collaboration seeks to investigate the status of reading among new high school and new college students and to increase and improve their uses of and facility with texts, ultimately to improve their writing by improving their motivation to read, their ability to learn from their reading, and their uses of reading to inform their writing.”
   4. Teachers often become co-researchers. A variety of data are collected – baseline, formative data, and post-intervention. Formative data are used to measure whether or not progress is being made toward the pedagogical goal. Teachers and researchers work together to record whether or not various strategies bring students closer to the goal or not. When strategies do NOT move students toward the goal, modifications are made. Data are recorded as to whether or not the modifications are successful in moving students toward the goal. Ideally, the intervention is tested in varied settings. Modifications and strategies that work in one setting may not work in another setting. The goal is for teachers who read about the work to be able to say, “This looks most like my students,” and design lessons from the intervention based on what was successful in this particular setting.
   5. has received increasingly enthusiastic attention among education researchers
      1. Ann Brown 1992 – “Design” experiment
      2. Began entering mainstream education research during early 21st century - has been used in several articles published in *Reading Research Quarterly*, the field’s premier research journal and one of the most influential research journals in education (see Ivey & Broadus, 2007; Jimenez, 1997; Neuman, 1999; Reinking & Watkins, 2000).
      3. On Formative and Design Experiments: Approaches to Language and Literacy Research (Language & Literacy (an NCRLL,Volume)) (Language and Literac
2. Why formative experiment is ideal for our work
   1. A traditional experiment is not ideal because we want all of the students that our teachers are teaching to benefit from the Reading into Writing Intervention. If we have control classrooms, they will miss the opportunities being giving to the students in the experimental classroom. The formative experiment allows us to have all students participate in the project fully.
   2. A qualitative experiment would work in this setting, but we have a large N. It would be too labor intensive to interview every student participating in the project, and pre-/post survey data can provide us with useful information about how each student has progressed in the project.
   3. Teachers play such an integral role in the study. In our case, our teachers truly are co-researchers.
3. Data Collection
   1. Baseline Data
      1. Adolescent Motivation to Read Profile Reading Survey
      2. Adolescent Motivation to Read Conversation Interview
   2. Formative Data
      1. Teacher Reflections
      2. Teacher Lesson Plans
      3. Research Observation Filed Notes
   3. Post-Intervention Data
      1. Adolescent Motivation to Read Profile Reading Survey
      2. Adolescent Motivation to Read Conversation Interview
4. Examples from Wiki
   1. Link to article – Look at pg. 381
   2. Pg. 383
   3. Pg. 390